

Kentucky World Language Learning Scenario

Setting the Table

Intended Level: Primary –Beginning

Guiding Question: How do people in different cultures set their tables?

Activity summary: Different cultures set their tables in a variety of ways. Students follow a teacher’s directions in the target language for setting the table as is customary in the United States (e.g., place the fork to the left of the plate, etc.) Then, students compare and contrast table settings in the target culture.

Task: Students work in pairs to give each other directions to set a table according to a picture from the target culture.

Kentucky World Language Content:

WL-P-2.1.B1 Identify and react to cultural perspectives and practices in target culture

WL-P-1.1.B4 Give and follow directions in familiar contexts.

Kentucky Core Content for Assessment:

SC-E-4.2.1 The position of an object can be described by locating it relative to another object or the background. The position can be described by using phrases such as to the right, to the left, etc.

Steps for Planning and Implementing:

1. In the context of setting the table, teacher uses props to introduce the names of objects (plates, glasses, cups, flatware, etc) needed to set a table. Place objects in a bag and have students identify objects and qualifying characteristics, uses, size, color, etc. Distribute objects to students; teacher describes qualifying characteristics and students indicate appropriate utensil.
2. Students follow TPR commands and use their props to set the table appropriately for US culture. TPR commands focus on words that show relationships of objects to one another. (above, below, next to, to the right/left of) .

3. Using a picture of a US table setting as a model, students work in pairs and give commands to one another in order to set the table with appropriate props.
4. Teacher presents picture of table setting in target culture and asks questions that compare and contrast the settings.
5. Using a metric ruler and a picture of the place setting in target culture, the teacher models how to measure the length of the various utensils (salad fork, dinner fork, soup spoon, etc).
6. Students measure size of utensils and make comparisons on a black line drawing of a table setting in the target culture. (Which is bigger, smaller, etc.?)
7. Students follow a teacher's directions in the target language for setting the table as is customary in the United States (e.g., place the fork to the left of the plate, etc.)
- 8. Students work in pairs to give each other directions to set a table according to a picture from the target culture.**
9. Teacher assesses student performance according to rubric.

World Language Performance Task

Title: Setting the Table

Intended Level: Primary –Beginning

Guiding Question: How do various cultures set their tables?

Task: Students work in pairs to give each other directions to set a table according to a picture from the target culture.

Kentucky World Language Content:

WL-P-1.1.B4 Give and follow directions in familiar contexts.

Kentucky Core Content for Assessment:

SC-E-4.2.1 The position of an object can be described by locating it relative to another object or the background. The position can be described by using phrases such as to the right, to the left, etc.

Rubric:	WL-P-3.1 SC-E-4.2.1	WL-P-1.1.B4
Exceeds Expectations	Students accurately place the objects according to the directions and correctly suggest the placement of additional items.	Students give clear directions and respond to questions for clarification using rich vocabulary.
Meets Expectations	Students accurately place the objects according to the directions.	Students give clear directions and respond to questions for clarification.
Approaches Expectations	Students place most but not all of the objects correctly.	Students give directions that are mostly clear and respond to questions for clarification with limited fluency.
Struggles to meet Expectations	Students try unsuccessfully to follow the directions for item placement.	Students give directions that are difficult or impossible to understand and do not respond to questions for clarification.